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**Teaching Certificate Longitudinal Learning Experience:**

**Preceptor: Susan Miller, PharmD, MBA, BCPS, CDE, FCCP**

**Director of Pharmacotherapy Education - SRAHEC**

**Clinical Associate Professor - UNC - CH School of Pharmacy**

**PGY1 Pharmacy Residency Director - CFVHS / SRAHEC**

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**Hours: Longitudinal**

**Preceptor: Autumn Mittleider, PharmD, BCPS, CPP**

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**Hours: Longitudinal**

1. **General Description**

The teaching certificate learning experience is a year-long longitudinal learning experience for the Cape Fear Valley / Southern Regional AHEC PGY1 Pharmacy Residency that starts at the beginning of the residency program. The program consists of a variety of activities throughout the year that occur onsite at Southern Regional AHEC, Cape Fear Valley Hospital, Fayetteville State University, and at the UNC Eshelman School of Pharmacy in Chapel Hill.

The Southern Regional AHEC clinical pharmacists are significantly involved in the academic success of pharmacy and medical students’ and residents’ training at the Duke / SRAHEC Family Medicine Residency Program. They provide both didactic and clinical education to twenty four medical residents, and a large number of pharmacy and medical students from a variety of institutions. They provide education to the faculty and staff of the SRAHEC in the clinical and didactic setting also. They are involved in the overall assessment of the learners in a variety of ways to include quarterly evaluations and individual rotation assessments.

As part of the requirements of the teaching certificate, the resident will be exposed to teaching and learning seminars at Fayetteville State University that include, but not limited to the following topics: Learning Outcomes and Significant Learning Experiences, Learning Goals and Assessment, the link between Assessment and Accreditation, Creating Significant Writing Assignments, Active Learning and Group Work, Creating an Effective Virtual Classroom, and Classroom Management. The resident will then use these skills when preparing for presentations at SRAHEC and Cape Fear Valley.

Upon completion of the FSU seminar, the residents will spend the spring serving as clinical instructors. The acute care track resident will serve as a Clinical Instructor for the Pharmaceutical Care Labs at the UNC Eshelman School of Pharmacy. The ambulatory care track resident will serve as a Clinical Instructor in the FSU Nursing School curriculum.

The resident will also be involved with precepting pharmacy students during their clinical rotations and giving presentations for community members at a local nonprofit organization. Toward the end of the year, the resident will create a teaching philosophy.

Good communication and interpersonal skills are vital to success in this experience. The resident must devise efficient strategies for accomplishing the required activities in a limited time frame.

1. **Discussion Topics**

Through seminar discussions, readings, topic discussions, precepting activities, and preparation and delivery of presentations, the resident will learn about and develop skills in a variety of teaching and learning topics. These topics will include, but are not limited to:

* Learning Outcomes
* Learning Goals
* Learning Assessments
* Creating Significant Learning Experiences
* Creating Significant Writing Assignments
* Link between Assessment and Accreditation
* Active Learning and Group Work
* Creating an Effective Virtual Classroom
* Effective Classroom Management.
* Giving Effective Feedback
* Evaluations and Common Errors in Evaluations
* One Minute Preceptor
* Teaching Clinical Skills to Students and Residents
* Creating a Teaching Philosophy
1. **Goals and Objectives -**

The goals selected to be taught and evaluated during this learning experience include:

R4.1.1 Design effective educational activities

R4.1.2 Use effective presentation and teaching skills to deliver education

R4.1.3 Use effective written communication to disseminate knowledge

R4.1.4 Appropriately assess effectiveness of education

1. **Preceptor Interaction** The pharmacy resident will interact with the preceptor at a variety of times during this learning experience. Some of these times are, but not limited to: co - attendance at the teaching and learning seminars at Fayetteville State University, one on one preparation meetings for journal club and grand rounds presentations, and quarterly evaluations discussions about progress towards completion of the teaching certificate learning experience.

**5) Communication:**

1. Open Door Policy: Residents are welcome to approach the preceptor on an open door policy throughout the year regarding the teaching certificate.
2. Email: Residents are expected to read e-mails at the beginning, middle and end of each day at a minimum for ongoing communication. This is appropriate for routine, non-urgent questions and problems.
3. Phone: Residents and preceptors are expected to be available via cell phone throughout the day. Texting is an acceptable means to communicate and will often be used by preceptors to get in touch with residents.
4. Office extension: Appropriate for urgent questions pertaining to the teaching certificate.

**Expected progression of resident responsibility on this learning experience:**

***(Length of time preceptor spends in each of the phases will be customized based upon resident’s abilities and timing of the learning experience during the residency training year)***

First Quarter of the year: Overview of teaching certificate requirements, begin attending teaching and learning seminars at Fayetteville State University, begin working on activities for teaching and learning seminars, attend diabetes education class at Better Health(1st or 2nd quarter), precepting discussions (as applicable) with preceptors, co-precept PY4 pharmacy students on clinical rotations. Ambulatory Care resident attends FSU Nursing School Curriculum courses.

Second Quarter of the year: Completion of the Fayetteville State University teaching and learning seminars and the associated activities, attend diabetes education class at Better Health (1st or 2nd quarter), co-precept PY4 pharmacy students on clinical rotations, present VCOM lectures to medical students, Ambulatory Care resident attends FSU Nursing School Curriculum courses.

Third Quarter of the year: Begin role as clinical instructor for the Pharmaceutical Care Labs at UNC Eshelman School of Pharmacy (acute care) and FSU Nursing School Curriculum (ambulatory care), present Journal club presentation at SRAHEC Friday didactics, present ACPE accredited CE program at Cape Fear Valley Pharmacy Department, present VCOM lectures to medical students, present diabetes education class at Better Health (3rd or 4th quarter)

Fourth Quarter of the year: Complete role as clinical instructor for the Pharmaceutical Care Labs at UNC Eshelman School of Pharmacy (acute care) and FSU Nursing School Curriculum (ambulatory care), present VCOM lectures to medical students, present grand rounds presentation at SRAHEC Friday didactics, present diabetes education class at Better Health (3rd or 4th quarter), precept PY4 pharmacy students on clinical rotations

1. **Evaluation Strategy**

PharmAcademic will be the primary mode of evaluation documentation (see chart below). The resident is to complete the midpoint performance evaluation, a summative self-evaluation, preceptor evaluation, and learning experience evaluations. The preceptor will complete the summative evaluation of the resident. For all end of learning experience evaluations completed in PharmAcademic, the resident and the preceptor will complete them independently and save as a draft. A face to face evaluation will take place at the end of the learning experience to discuss the resident’s performance on the rotation and to discuss and compare evaluations. This discussion will also provide feedback on both performance of activities and accuracy of resident’s self-assessment skills. For areas marked as “Needs Improvement” or “Achieved”, both the resident and preceptor are to comment on why this rating was selected. Evaluations will be signed in PharmAcademic following the discussion. Throughout the month, verbal feedback will be given and the preceptor has the option of using PharmAcademic (“Provide Feedback to Resident” on individual resident page) to provide insight into the performance of patient care activities and/or administrative activities and skills. Formative feedback on resident progression towards achievement of goals will be used to adjust future rotation plans and activities.

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| **Type of Evaluation** | **Who Completes the Evaluation** | **When is the Evaluation Completed** |
| Written and Verbal Formative Feedback | Preceptor | Throughout rotation based on activities; resident to place written feedback into electronic portfolio |
| Self-evaluation | Resident | End of 1st and 3rd Quarter |
| Summative Self-evaluation | Resident | Midpoint and end of learning experience |
| ASHP Preceptor Evaluation | Resident | Midpoint and end of learning experience |
| ASHP Learning Experience Evaluation | Resident | End of learning experience |
| Summative Evaluation | Preceptor | Quarterly |